

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12TX19**

School Type (Public Schools):    ☐ Charter    ☒ Title 1    ☐ Magnet    ☐ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Lugarda Dominic

Official School Name: Douglass Elementary School

School Mailing Address:    101 S. Eucalyptus Street  
   El Paso, TX 79905-4014

County: El Paso County      State School Code Number\*: 071902114

Telephone: (915) 881-2303    E-mail: evhughes@episd.org

Fax: (915) 771-1126      Web site/URL: http://www.episd.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Terri K. Jordan Ed.D.    Superintendent e-mail: tkjordan@episd.org

District Name: El Paso ISD    District Phone: (915) 779-3781

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Isela Castanon-Williams

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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12TX19

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

12TX19

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 58 Elementary schools (includes K-8)  
(per district designation): 16 Middle/Junior high schools  
15 High schools  
0 K-12 schools  
89 Total schools in district
2. District per-pupil expenditure: 7832

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	23	19	42		6	0	0	0
K	43	30	73		7	0	0	0
1	34	37	71		8	0	0	0
2	40	22	62		9	0	0	0
3	32	42	74		10	0	0	0
4	36	35	71		11	0	0	0
5	27	34	61		12	0	0	0
Total in Applying School:								454

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
99 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
1 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 30%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	73
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	64
(3)	Total of all transferred students [sum of rows (1) and (2)].	137
(4)	Total number of students in the school as of October 1, 2010	452
(5)	Total transferred students in row (3) divided by total students in row (4).	0.30
(6)	Amount in row (5) multiplied by 100.	30

8. Percent of English Language Learners in the school: 81%  
Total number of ELL students in the school: 367  
Number of non-English languages represented: 1  
Specify non-English languages:

Spanish

Source: PEIMS EDIT+ REPORTS DATA REVIEW – Disaggregation of PEIMS Student Data 2011-2012 Fall Collection

9. Percent of students eligible for free/reduced-priced meals: 99%

Total number of students who qualify: 448

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

*Source: PEIMS EDIT+ REPORTS DATA REVIEW – Disaggregation of PEIMS Student Data 2011-2012 Fall Collection*

10. Percent of students receiving special education services: 8%

Total number of students served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>42</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Nestled in the midst of low income government housing complexes and underprivileged family dwellings, Douglass Elementary School sits with pride as the throbbing heart of a proud community! The rich history of Douglass Elementary dates back to 1883 when it was established as the first private African American school in El Paso, Texas. The school was named in honor of a well respected statesman, orator and great abolitionist. The El Paso School Board adopted Douglass in 1886, as the first public all-African American school. It occupied several locations and, in 1908, was finally placed in its present location, less than a quarter mile from the U.S./México border. Since 1954, Douglass has evolved from an all-African American school to the present 99% Hispanic student population.

Among Douglass Elementary School's student population are some who reside in one of two nearby homeless shelters. Our geographic proximity to the violence from the ongoing drug war in Juarez, Mexico, located across the border adds another distinctive challenge for students at our school who are personally affected. Nonetheless, in spite of whatever socio-economic hardship or turbulent environment that affects our students' immediate, extended or displaced families, our children thrive in the safe haven that is Douglass Elementary. The state's *Exemplary* rating of our campus offers evidence of established systems that enable our demographic to reach the highest levels of academic gains.

The one-hundred-twenty-nine year old Douglass Elementary is made up of a small cluster of six buildings. An old water canal, which is still operational today, borders the north side of the building. Four gated entries facilitate access to the building for children walking to school. Upon arrival, a colorful mural of a dragon, our school mascot, welcomes all. Inside the cafeteria, another mural depicts El Paso's strong history of bi-culturalism. The school's corridors are adorned with children's work, trophies and various recognitions. Walking through our campus, you can sense a great feeling of pride and respect for traditional values. Bound by unity, everyone is treated with utmost respect, kindness and professionalism.

Douglass Elementary teachers and staff recognize that children are the heart and soul of the school and that their academic and emotional needs are top priorities. To ensure proper nutrition, each day begins with breakfast in the classroom. Encouragement is sounded with the morning announcements and continues throughout the day by competent and skillful teachers who deliver a highly rigorous curriculum in an affectionate and equitable manner. Empowered as risk takers, teachers are confident professionals who cultivate the leadership potential of their students.

Our systems and practices are firmly grounded on the philosophy embraced by teachers and staff that high expectations ensure the academic triumph of every child. With a proven record of success and experience in all aspects of school transformation, the Douglass faculty and staff can personally articulate the elements of the change process that have been successfully implemented. Our teachers exhibit a relentless determination to leave no child behind by building support networks that provide ongoing monitoring, interventions, and celebrations of success. Our administrators are respected instructional leaders who provide direction, maintain programs in focus, and celebrate the success of students and staff. Our philosophy and our practices are the essence and culture of our school, which enabled Douglass to earn an *Exemplary* rating each of the last two years, as well as the National Distinguished School Award in 2010-11. This collective and extraordinary effort seeks yet another level of achievement for our students in the coveted Blue Ribbon award!

### **School Motto:**

Dragons Have **FIRE** (Focus, Integrity, Respect, Excellence)

**Mission Statement:**

Douglass Elementary, with community involvement, will continue to meet the individual needs of all students by providing a safe, positive, and supportive learning environment where differences are embraced to enable students to grow, thrive, and succeed in the 21st Century.

**Vision Statement:**

Teachers and staff will inculcate determination and high expectations shaping students' learning and communication skills. Students will leave Douglass Elementary with a strong sense of honesty, respect, consistency and fairness. Children will be college and career prepared to continue their education with a high level of success and motivation.



### 1. Assessment Results:

#### A. Performance Levels

The Texas Education Agency (TEA) Accountability System is a process for evaluating campuses on their student performance on all Texas Assessment of Knowledge and Skills (TAKS) tests, which includes the performance on *TAKS-Accommodated*, *TAKS-Modified (TAKS-M)* and *TAKS-Alternate (TAKS-Alt)* for all grades and subjects. Subject areas examined at the elementary level are reading, writing, mathematics and science. Performance on each of these tests is measured for the following indicators: All Students and student groups African American, Hispanic, White, and Economically Disadvantaged. TEA Accountability System ratings consist of the following standards: *Exemplary* (90% passing), *Recognized* (80% passing), *Academically Acceptable* (70% passing) and *Academically Unacceptable* (<70% passing). Beginning with the 2011 ratings, *Commended Performance* on TAKS reading/ELA and mathematics was incorporated into the rating system as an additional indicator. In order for the campus to receive an *Exemplary* rating, 25% of the students must attain a commended score on TAKS reading and math. Attaining *commended performance* varies based on the student's grade level and the subject area tested <http://www.tea.state.tx.us/student.assessment/taks/convttables/yr11/>.

Within the last five years, Douglass Elementary School has been able to serve as a model for increasing student performance. Between 2006-07 and 2010-11, we have met and surpassed the increasing state standards incrementally, with annual increases resulting in an overall 16 percentage point increase in reading, 22 percentage point increase in math, 16 percentage point increase in writing and an astounding 39 percentage point increase in science. These increases translate to state ratings of *Academically Acceptable* in 2006-07 and 2007-08, *Recognized* in 2008-09, and *Exemplary* in 2009-10 and 2010-11. Our overall scores in 2010-11 were 93% in reading, 93% in math, 94% in science, and 98% in writing. What's more, within the five-year timeframe our campus has achieved *commended performance* in every subject area at least once.

#### B. Performance Trends

Douglass Elementary teachers understand that the purpose of data evaluation is to improve instruction and support systems that will enable students to succeed. Our campus has shown a tremendous amount of growth over the past five years. This is due largely to the development of a strategic plan to address specific gaps within our grade levels by analyzing student weaknesses and providing targeted interventions. This increase was also achieved by enhancing teacher knowledge of the deconstruction of student expectations in order to deliver instruction with increased depth and quality.

In the 2006-07 school year, Douglass Elementary was rated *Academically Acceptable* with a reading passing rate of 77% and a math passing rate of 71%. In 2007-08, our passing rates increased to 80% and 83% in reading and math, respectively. We remained *Academically Acceptable*. The leadership team came together with the faculty and analyzed the previous years' scores. This exercise led to the implementation of intense small group interventions. Teachers further developed their knowledge in the best teaching practices for their content areas. This, in turn, led our performance rating to increase in 2008-09 to *Recognized*, receiving a rate of 84% in reading and 86% in math.

The implementation of after-school tutoring came about in order to address the areas in which students were deficient. Staff development was implemented in kindergarten through second grade in order to ensure that students were receiving interventions necessary for a strong foundation in the third grade. We recognized the need for our faculty to deepen their knowledge of each student, and teachers began

keeping a student data profile on each child. Teachers better disaggregated data and provided individualized targeted instruction to address the specific needs of each student. In math, student expectations were spiraled to allow students multiple opportunities to master various concepts. Douglass' scores increased by 3 percentage points in reading and 6 percentage points in math. In 2009-10, we earned the long, sought after *Exemplary* rating.

The leadership team reorganized the Campus Improvement Team (CIT) in order to provide budget allocations for additional tutoring. This allowed for Douglass to begin Saturday TAKS Camp. We analyzed our data to target specific objectives that students were not mastering. Targeting these objectives became our focus for intervention during Saturday TAKS Camp. Our unrelenting efforts and strategic planning throughout the previous five years culminated in the achievement of our second *Exemplary* rating for school year 2010-11.

We are thrilled to note that Douglass has also achieved *commended performance* in writing and science for each of the three previous school years, and in reading for the last two years. Douglass was also commended in math in 2009-10.

The current support systems instituted at Douglass Elementary are derived from on-going data analysis and are varied to fit the needs of each student. At the forefront of all programs that have contributed to the gains in all academic areas is the expectation that **all children will learn**. The strategies used by teachers are grounded on sound recent research-based practices.

Student diversity as found in other campuses is not existent at Douglass Elementary, given that we serve a population of over 99% Hispanic, all of whom are designated economically disadvantaged. We address the gaps that occur among those students who are also served in Special Education, as well as Spanish- or English-dominant with the same individualized, targeted instruction to address each of their specific needs. Douglass is proudly ensuring the academic success of all our students.

## 2. Using Assessment Results:

Douglass Elementary is a data-driven school whose faculty knows and utilizes assessments to gain understanding of performance and to project future academic needs. Reviewing individual student assessment data results before the beginning of the school enables teachers to improve instruction for each student. Throughout the year, multiple sources of evidence are analyzed such as daily student work, weekly common assessments, teacher observations, TAKS results, as well as other assessments such as the Texas Primary Reading Inventory (TPRI), which is an early reading assessment for kindergarten through third grade students.

Our Campus Improvement Leadership Team (CILT) shares the latest breakdown of official school performance data from the state with the CIT and staff members. In addition, as changes are sent from the state, the CILT is responsible for interpreting and designing specific instructional activities to guide our teachers in the classroom.

At the beginning of the school year, during staff development, each teacher develops a profile of each of their students to review information on every child assigned to their class. All teachers are engaged in this process, which includes special programs and interventions used to address student needs. Knowing and understanding the student is pivotal to delivering a high-quality instructional program. Analyzing past performance of the student enables teachers to address gaps and to strengthen the child's potential for success. Students who are new to the campus or who did not demonstrate mastery are immediately placed into a tutorial program and assigned a mentor for encouragement and support. A calendar of assessments is developed by the instructional coaches to ensure ongoing mastery of the concepts presented, and to close achievement gaps or deficiencies in the acquisition of knowledge and skills. In addition, common assessments are developed using snapshot data on the student. Data are focused on performance

increments of approximately every six weeks and are ongoing and plotted out by each teacher to demonstrate the student's growth. A grid provides the teacher with information on the level of success in teaching a specific concept. Re-teaching is a very common practice in all classrooms.

It is important to note that a school such as Douglass is seriously impacted by the state requirements. In kindergarten through second grade, the state has instituted assessments to ensure that the measurable progress of individual students is ongoing and preparing each student to move to the TAKS testing grades. Additionally, kindergarten through fifth grade Limited English Proficient (LEP) students are tested with the Texas English Language Proficiency Assessment System (TELPAS) until they exit the bilingual program. This past year, the minimum designated standard was 60% in the acquisition of English. We are very proud that our students surpassed the minimum standard.

In a number of ways, we inform parents of the school's rating and of their child's performance. The Texas Education Agency generates the Academic Excellence Indicator System (AEIS) report. Every parent receives a copy of this "report card" and the principal coordinates an informational meeting at the beginning of each school year to ensure that parents understand the data. Following this informative session, parents are invited to "Meet the Teacher," a mini-conference to acquaint parents and teachers for future discussions regarding student progress.

Individual student TAKS reports are generated and sent to the parent of every third through fifth grade student. The TAKS report is formatted so the parent can review objectives mastered and objectives missed. During District scheduled parent/teacher conferences, the information is shared and explained once again. At informal conferences, parents are invited to discuss the academic progress of struggling students. These are the norm at Douglass Elementary, and they often include the principal.

Teachers also conduct individual conferences with their students after District benchmark results or "mock" assessment results are made available. The mock test is the released TAKS test from the prior year and is made available to all public schools. It is used as a gauge to project student performance on the state exam.

We inform the community of the school's rating by proudly posting it on our school marquee, on a large banner and on our campus website. Local newspapers also publish the school ratings, as does the El Paso Independent School District website.

### **3. Sharing Lessons Learned:**

To maximize budgets and share resources, the Douglass Elementary leadership team links with other schools to plan staff development and implement innovative practices. Partner schools target material and presentations that assist teachers in the transition to a more rigorous state test for this school year. We serve as a model for schools that seek to improve and duplicate the approach and framework Douglass Elementary has employed. Our instructional coaches serve as models in a variety of ways and visit other schools to share what they know, model Professional Learning Communities (PLC's) for other coaches and principals, model lessons in classrooms, and showcase student products such as instructional notebooks. Approximately every four weeks, the instructional coaches share successful practices with others from the District. In addition, our teachers have been recruited by the district to help write the district curriculum.

Our principal participates in area principal meetings where successful practices are shared with other campuses in our feeder pattern. The collaboration during these meetings provides alignment strategies for students transitioning from elementary to middle school. The Principal has also shared successful practices with the local educational service center, Region XIX.

At the present time, Douglass Elementary School is working together with local private schools and charter schools. These include Loretto Academy, St. Clement's Parish School and La Fe Preparatory School. The benefit of these partnerships is having Douglass Elementary students participate with students from any of those respective schools in activities such as debate, baseball, chess, and drama. Furthermore, some of our students have received private school scholarships.

Limited resources, makes it difficult for Douglass to venture into state and national conferences. In the future, optimistically as a Blue Ribbon School, our faculty hopes to visit TASA (Texas Association of School Administrators) to communicate our success with its attendees. Douglass Elementary is ready to share the plethora of its successful practices at the national level.

#### **4. Engaging Families and Communities:**

In the pursuit of ongoing student success at Douglass, we are cognizant of the benefits that can be reaped from an effective and meaningful partnership with family and community members. The family remains one of our strongest allies as educators. The community plays a valuable role through its role models and resources. We enjoy the support of business partners, Parent Teacher Association (PTA) members, plus other community members who help shape the culture of the school. These partners assist us in providing students the tools and inspiration they need for success.

At Douglass we employ a variety of strategies aimed at partnering with family and community members in order to achieve increasing student success. An open-door policy welcomes parents to the campus where they are provided with multiple opportunities to become involved. Parents and grandparents are always welcome to volunteer their time in our office or in our classrooms.

The PTA at Douglass meets monthly to plan activities that will impact our students' learning environment. The PTA raises funds for various student incentives, instructional materials and field trips. For parents, the PTA provides for activities such as Zumba (dance) and English classes. In addition, they invite guest speakers to present on issues such as nutrition, hygiene, gang awareness, domestic violence, HIV/AIDS and substance abuse. They provide informational sessions on various topics such as ADHD and Math and Reading activities. At Douglass Elementary, the home and the school work closely to reinforce student instruction.

The school prides itself in its excellent communication with parents. On a regular basis, parents are invited to attend awards assemblies to support and encourage their young children. Parents also participate in special school activities such as Freedom Walk, Red Ribbon Week, College Awareness Week, Douglass Elementary School's Fall Festival, and Walk-to-School Day. The Campus Improvement Team also includes a parental representative.

Establishing ties and building relationships with the school community and our Partners in Education positively affects our students' success. Our Partners in Education include local businesses, active military personnel, city and state government agencies, law enforcement agencies, and the United States National Park Services. Local dignitaries, including our school board members, are involved in our school-wide activities and celebrations. They serve as guest speakers as well as readers for our lower grades (pre-kindergarten through second grade). The focus of our school community partnerships is the expansion of our students' horizons and experiences, plus the inspiration to excel that comes with that focus.

### 1. Curriculum:

Douglass Elementary School's curriculum is driven by the Texas Essential Knowledge and Skills (TEKS), which are the standards for the state of Texas. In addition, District master teachers review and refine the core curriculum which is available online to all teachers. Our teachers access the online curriculum for teaching strategies, guided instructional questions, and instructional guidelines for special populations to include gifted & talented students. In conjunction with the curriculum, instructional monitoring and observation are essential in ensuring support and guidance as necessary for providing a high-quality instruction that will meet the individual needs of all our students.

The curriculum is embedded in developmentally accepted best practices to address academic needs. Strategies include small group instruction through guided reading plus a learning center approach to instruction. This helps develop independence among young learners, allows for closer student learning monitored by the teacher, and enables the teacher to provide effective individualized instruction. Technology is an effective tool that enhances the curriculum. For example, Accelerated Reading (AR) is a computer-based program that provides students with supplemental reading time and assesses their vocabulary and comprehension skills. This program has resulted in an increase in the number of students who are attaining and surpassing their AR reading goals.

The school library is equipped with computers that allow children to take their AR tests as well as to work on research projects and utilize learning games and word processing programs. In addition, the classrooms are equipped with document cameras and Smart Boards that facilitate the application of United Streaming, ScanTek and Easy Tech to access lessons that supplement the math and science curricula while augmenting the TEKS standards. Using ScanTek's features, our students are able to virtually conduct laboratory experiments in science classes, and apply concepts in real-life situations. Easy Tech provides lessons that incorporate word processing skills such as Excel in math instruction.

Our students benefit from an extensive fine arts curriculum. All students are scheduled to attend music classes and/or orchestra. Additional fine arts programs such as *Kids Excel*, *VanGo*, and drama productions/music productions contribute to the students' fine arts experience. All students are provided with physical education daily. The PE coaches provide after-school activities such as chess and computer projects. These fine arts and after-school opportunities are intended to provide an exciting and enjoyable school day for each of our students.

At Douglass, we integrate social studies with language arts lessons by reading biographies, autobiographies, poetry and essays. Complementing this curriculum, our guidance counselor implements a character education program which includes "Value of the Month," a component of *Core Essentials*, and guidance lessons that address topics such as anti-bullying, drug awareness, respect, caring and other positive character development traits. These lessons culminate in campus events such as Black History Month, Freedom Week, and Red Ribbon Week.

As part of the District's mandated curriculum, Douglass provides the students with various college readiness exercises and experiences. In collaboration with faculty and staff members, college readiness activities are part of the main instructional focus at Douglass. Individuals who have earned a college degree are invited to become actively engaged in the school's college readiness efforts. The school schedules numerous college readiness/college awareness activities, such as Career Day, College Awareness Day, and classroom presentations by special guests who promote college attendance.

Coordinated instructional projects are endorsed and presented by the school nurse and the physical education coaches. These two parties have undertaken the responsibility of providing the students with a sound health and nutritional curriculum. Such topics as weight/overweight, hygiene, puberty, and other health and well-being topics are presented to both students and parents.

## **2. Reading/English:**

Douglass teachers strive to offer stimulating and quality instruction that will inspire students to be life-long readers. Teachers use a Tier-III reading model in which a 90-minute uninterrupted reading block is implemented for all students. During this block, teachers work in small groups to target specific reading skills. This allows teachers to focus on individual student needs. An extra 30-minute intervention period is offered to students who are reading below grade level. Students who are reading at level are challenged with a variety of enrichment opportunities such as workstations where specific skills are reinforced. This approach has strengthened reading at all grade levels, providing teachers more time to focus on fundamentals.

Our literacy coach assures teachers use reading notebooks extensively in order to monitor student progress in instructional areas such as vocabulary, poetry, strategies and assessments. The literacy coach provides instructional modeling and research-based strategies such as the five components of reading. These components give teachers clear indicators of students' reading skills, comprehension and progress allowing instruction to be tailored to meet the academic needs of every child.

We thrive on instilling a love of reading among our students and have equipped our campus with the necessary tools to make love of reading a reality. Our library is stocked with a diverse collection of print media in English and Spanish for students and teachers alike. Students are exposed to a variety of genres. Teachers promote author studies and daily read-alouds, and employ the power of "think-aloud" across grade levels. To encourage reading at home, Douglass participates in *Reading is Fundamental* (RIF), a resource that provides books to low socio-economic students to keep as part of their own home libraries. *Accelerated Reading* (AR) is supplemental to our reading program. AR motivates students to read at their level and encourages them to challenge higher level reading materials. The AR dynamic is extended to the home where literacy is promoted among all family members. AR quizzes assess students' reading comprehension, vocabulary practice and literacy skills.

A challenge unique to Douglass is the high number of Spanish-dominant speakers. The lack of English literature in these students' homes creates a language barrier and places them at a disadvantage. The *English Language Proficiency Standards* (ELPS) are embraced by teachers who address any deficit from an enrichment perspective. Additionally, we offer extensive after-school and Saturday tutoring to these students as well as to those in our special education and dyslexia programs.

## **3. Mathematics:**

Douglass attributes its success in mathematics to a strong commitment to research-based math initiatives in instruction and assessment. The District's standards-based curriculum is utilized as the framework for instruction that centers on the State's standards. Teaching methodology at Douglass is firmly grounded on a hands-on approach that encourages concrete understanding of mathematics and facilitates an abstract algorithmic appreciation. In a collective effort, teachers plan rigorous lessons that develop an in-depth mathematics understanding which includes manipulatives (i.e., base-ten blocks, fractions pieces, real-life materials), literature, technology and videos. All these tools encourage students to explore, learn and understand mathematics and its meaningful and relevant application.

Teachers dedicate ninety minutes a day of explicit math instruction during which students are guided through fact/fluency practice, problem solving, math vocabulary development, and core concepts using higher level thinking skills. Students are given multiple opportunities to process information and apply it

in cooperative learning centers and daily independent practice. Formal and informal assessments are used to drive mathematical instruction improve student performance. Students who require more time to process or develop the newly acquired concepts are grouped with the teacher to receive focused and directed instruction. This small group support system is delivered through 30-minute daily interventions.

Another key component is the instructional math coach who serves as a valuable and helpful resource to teachers. The instructional math coach provides teachers with the knowledge and skills needed to disaggregate and analyze student math scores and expectations. This enables teachers to identify student weaknesses and historical trends related to an individual student or the grade level as a whole. With assistance from the instructional math coach, teachers are able to enhance their instruction by reflecting on their lessons and by collaborating with each other in their research and/or best teaching practices.

Taking proactive and preventive actions and providing immediate support are key in addressing the unique math needs of our students. Teachers have created a community of learners in which students proudly showcase their work in their math portfolios. The portfolio contains student class notes, work samples and assessment reports/data. All students are encouraged to look through their class notes and work samples to assess their own learning progress. This reflective practice allows students to assume ownership of their work and to progress in their learning accountability. Douglass Elementary staff believes in providing a positive and enriching math experience to every student in the school.

#### **4. Additional Curriculum Area:**

At Douglass Elementary, great emphasis is placed on science education as a means to introduce inquiry and exploration skills to students so that they may understand the world around them and be well prepared for success in the 21st century.

Our teachers meet the individual needs of each student by developing student-centered problem-solving lessons that will develop a deeper understanding of concepts. Rather than the memorization of facts, we view science as a way of thinking and discovering that will intensify students' curiosity, enabling them to grow and thrive in an ever-changing global society. Students are provided with forty-five minutes of hands-on activities in the classroom or in our fully-equipped science lab. In addition, the instructional science coach provides third through fifth grade students with two science lab classes per week. The science interactive classroom and lab notebooks are effective and contribute to students' success by enabling them to be creative, independent thinkers and skilled writers.

A team of dedicated teachers provides cross-curricular lessons that integrate math and reading into the science curriculum. *Activities Integrating Math and Science* (AIMS) and *Reading First* science activities provide a strong hands-on foundation in science. Conceptual understanding is built through the integration of content and literacy instruction. The District-wide "REACT" strategies (**R**ead, **E**xamine clue words, **A**nalyze the question, **C**ross out, **T**hink through), the ScanTek technology program, and our Saturday TAKS Camp have undoubtedly contributed to student success in science. Through computer-assisted instruction and direct teacher instruction, the ScanTek program offers science intervention for second through fifth grade students. Computer software/hands-on experiments enable students to conduct virtual experiments under the direction of the teacher.

Science lessons develop problem-solving and decision-making skills which are crucial for assessing issues that help children relate to the world around them. Teachers help make connections which are relevant to students' daily lives, thus integrating these skills and understanding into a framework for providing children with valuable ideas, skills and potential future career choices.

## **5. Instructional Methods:**

Douglass Elementary serves a population of over 99% Hispanic, all of whom are economically disadvantaged. Additionally, approximately 86% of our students are Spanish-dominant speakers, most of whom participate in a high-quality bilingual program. To meet the needs of these students, Douglass closely adheres to the Texas educational mandate that certified, highly qualified teachers will meet Spanish-dominant students' needs in a bilingual setting with a strong English as a Second Language (ESL) component.

Extra efforts and support systems are in place to ensure a successful transition to an all-English curriculum. Intense teacher advocacy is evident, and this advocacy fuels relentless efforts by teachers to address all curriculum issues with careful prioritization and meticulous integration of language and concepts. The ownership teachers take in student success ensures that student potential is maximized, regardless of where the student is in his/her English language acquisition.

Douglass provides extensive tutoring, pull-out, inclusion or resource settings to best serve the academic needs of students in our special education program. Individualized Educational Plans (IEP) are created to meet specific goals and objectives for the individual child. Classroom teachers modify the curriculum to accommodate different instructional plans.

We proudly ensure the academic success of all students by delivering instruction in small-group settings. Teachers have incorporated a variety of team teaching activities to accommodate high-achieving student needs through school-wide enrichment activities and possible placement into the Gifted and Talented program.

Instruction at all academic levels is enhanced daily through the effective use of Smart Boards. Carefully planned budget decisions allow us to equip all classrooms with four computers. Every teacher has a laptop and a document camera that they use daily. Three computer labs with various types of educational software are available to support science programs such as United Streaming and Realia, which are effectively used for English learners. With a brain-based learning approach, we use iPod Touch, digital cameras, weekly video broadcasts and video social behavior applications.

The physical education team has designed its program to incorporate support and relevant health and well-being strategies for the whole person. At Douglass Elementary, any student who is in need of special attention is placed on an individualized instructional plan that may provide in-school intervention, tutoring, or special agency resourcing.

As our school drives forward with our exemplary practices, we continue to re-frame and improve how we work together to address the diverse needs of our student subgroups.

## **6. Professional Development:**

Douglass Elementary faculty and staff are provided with continuous learning opportunities that nurture their professional growth. Teachers are kept abreast of research-based practices and effective student-centered strategies. The enrichment of teachers through scientifically-based methodology is a priority. The Campus Improvement Team (CIT) provides input that guides staff development efforts. The CIT oversees school budgets and professional development offerings so that the teachers remain current in their instructional practice. These practices have been integral in the growth we have seen over the last five years.

Professional development at Douglass has created a school culture that embraces critical inquiry. This inquiry supports our curriculum framework. Teachers and staff use professional development information to share knowledge and to provide opportunities for teachers to showcase what they and their students are



doing in the classroom. This inviting process enables teachers to incorporate new concepts and strategies in their instruction. The Professional Learning Communities (PLC) afford teachers time to review student work and assessments. This practice, in particular, has helped to target student weaknesses, enabling us to address both instruction and learning that ensures achievement. During PLCs, the Instructional Coaches provide intensive planning and support through their instructional modeling, targeted objective coaching, and team teaching strategies.

The use of technology is a fundamental component in our professional development. Our teachers have received rigorous training on the use of Smart Boards, digital videos and classroom audio recorders. Currently, our teachers are being instructed in the creation of individual classroom web pages that will electronically communicate classroom news, instructional and class work features, and student activity highlights. At Douglass, we understand the challenge to make technology accessible and useful for our students so that they may be better prepared for the technological demands of the 21st century.

Our instructional coaches participate in ongoing district PLCs in which state standards and curriculum are discussed. The coaches bring information to the campus and disseminate this important information to teachers. Planning days are allotted for core subject instructional reviews and student assessment reviews in math, science and reading. During the planning days, data from common and benchmark assessments are reviewed used to drive instruction. Teachers collaborate and discuss different strategies that target student needs.

## **7. School Leadership:**

Upon the arrival of the current principal during the 2008-09 school year, Douglass staff was guided through a process of developing a vision, articulating a mission statement, and agreeing on a set of beliefs that would direct their daily work. School improvement was embraced by the Douglass team. An agreement to staff accountability was formulated and a commitment to increased student achievement was solidified. It was strongly agreed that Douglass students were as academically capable as any other student in the city. This acknowledgement included the notion that students would never be blamed for poor performance. High expectations for teachers were set and continuously modeled by the principal and assistant principal.

Procedures such as crisis management and *First Alert* are closely monitored by the principal to ensure a safe learning environment for students. The responsibility of assuring compliance to policies such as those relating to attendance and discipline are assumed by the assistant principal. Administration understands the detrimental effects absenteeism and classroom disruptions can have on student achievement and students receiving a solid education.

Learning walkthroughs by the principal, assistant principal and instructional coaches are delivered in a non-threatening approach, allowing for constructive feedback. These visits to the classrooms ensure that programs are implemented and carried out with the highest degree of quality. The instructional coaches understand their roles as leaders and readily model for teachers. All staff members at Douglass understand that the principal expects teamwork and thus the notion is well-grounded in the positive relationships developed between the teaching staff and the instructional coaches.

The administrative team provides unending support for all faculty and staff. As the instructional leader of the campus, the principal joins the assistant principal and instructional staff in Professional Learning Community (PLC) meetings to collaborate and provide necessary guidance. Shared leadership is enjoyed by all, and it is evident that every teacher is comfortable discussing any issue that will improve student achievement. Teacher empowerment continues to yield remarkable results as everyone has placed children at the forefront of their priorities. This is evident in our annual increases of student achievement on state assessments. The principal makes every effort to ensure that teachers' efforts are recognized and that campus morale remains high. A visit to Douglass Elementary will afford anyone the evidence of harmony and pride within the school community.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003-2011 Publisher: Texas Education Agency/NCS Pearson Education Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	90	96	87	82	49
Commended	26	42	24	23	9
Number of students tested	58	57	46	60	65
Percent of total students tested	85	83	85	91	86
Number of students alternatively assessed	5	3	2	2	8
Percent of students alternatively assessed	7	4	4	3	11
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	89	96	87	81	48
Commended	25	39	24	24	9
Number of students tested	57	54	46	59	64
<b>2. African American Students</b>					
Met Standard & Commended					
Commended					
Number of students tested			1	1	
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	89	96	87	81	48
Commended	26	42	24	22	9
Number of students tested	57	57	45	59	64
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	2		1	7	2
<b>5. English Language Learner Students</b>					
Met Standard & Commended	92	96	85	83	51
Commended	24	39	22	27	11
Number of students tested	51	51	41	52	55
<b>6. White Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1				1
<b>NOTES:</b>					

12TX19

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003-2011 Publisher: Texas Education Agency/NCS Pearson Education Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard and Commended	85	100	76	55	71
Commended	36	61	19	10	21
Number of students tested	33	33	21	20	28
Percent of total students tested	49	48	39	30	37
Number of students alternatively assessed	5	2	3	2	9
Percent of students alternatively assessed	7	3	6	3	12
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard and Commended	84	100	76	53	70
Commended	38	57	19	5	19
Number of students tested	32	30	21	19	27
<b>2. African American Students</b>					
Met Standard and Commended					
Commended					
Number of students tested			1	1	
<b>3. Hispanic or Latino Students</b>					
Met Standard and Commended	84	100	75	53	70
Commended	38	61	20	5	19
Number of students tested	32	33	20	19	27
<b>4. Special Education Students</b>					
Met Standard and Commended					
Commended					
Number of students tested	1			3	
<b>5. English Language Learner Students</b>					
Met Standard and Commended	81	100	75	50	67
Commended	38	56	25	8	22
Number of students tested	26	27	16	12	18
<b>6. White Students</b>					
Met Standard and Commended					
Commended					
Number of students tested	1				1
<b>NOTES:</b>					

12TX19

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003-2011 Publisher: Texas Education Agency/NCS Pearson Education Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	90	96	80	85	75
Commended	28	27	31	16	7
Number of students tested	60	48	59	67	56
Percent of total students tested	97	91	91	93	76
Number of students alternatively assessed	1	2	4	5	7
Percent of students alternatively assessed	2	4	6	7	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	90	96	79	85	75
Commended	27	27	30	17	7
Number of students tested	59	48	57	66	55
<b>2. African American Students</b>					
Met Standard & Commended					
Commended					
Number of students tested		1	1		1
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	90	96	79	85	75
Commended	28	28	29	17	7
Number of students tested	58	47	58	66	55
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	4	1	3	5	3
<b>5. English Language Learner Students</b>					
Met Standard & Commended	88	94	80	82	72
Commended	24	25	33	16	0
Number of students tested	50	36	49	55	18
<b>6. White Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	2			1	
<b>NOTES:</b>					

12TX19

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003-2011 Publisher: Texas Education Agency/NCS Pearson Education Inc

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	82	68	75	66	67
Commended	18	4	13	10	13
Number of students tested	33	25	24	29	39
Percent of total students tested	53	47	37	40	53
Number of students alternatively assessed	1	0	3	5	9
Percent of students alternatively assessed	2	0	5	7	12
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	81	68	73	64	66
Commended	16	4	14	11	13
Number of students tested	32	25	22	28	38
<b>2. African American Students</b>					
Met Standard & Commended					
Commended					
Number of students tested		1	1		1
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	84	67	74	64	66
Commended	19	4	9	11	13
Number of students tested	31	24	23	28	38
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	3	1	1	1	1
<b>5. English Language Learner Students</b>					
Met Standard & Commended	78	62	79	56	
Commended	17	0	21	6	
Number of students tested	23	13	14	18	3
<b>6. White Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	2			1	
<b>NOTES:</b>					

12TX19

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003-2011 Publisher: Texas Education Agency/NCS Pearson Education Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	84	78	89	66	59
Commended	27	33	31	20	24
Number of students tested	49	51	55	61	79
Percent of total students tested	91	82	89	88	91
Number of students alternatively assessed	3	7	6	3	6
Percent of students alternatively assessed	6	11	10	4	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	85	78	89	65	59
Commended	28	34	31	20	24
Number of students tested	47	50	54	60	79
<b>2. African American Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1	1		1	
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	83	78	89	65	59
Commended	26	32	31	20	24
Number of students tested	47	50	54	60	79
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	3			7	2
<b>5. English Language Learner Students</b>					
Met Standard & Commended	84	72	86	48	49
Commended	28	31	30	19	17
Number of students tested	32	39	43	27	47
<b>6. White Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1		1		
<b>NOTES:</b>					

12TX19

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003-2011 Publisher: Texas Education Agency/NCS Pearson Education Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard & Commended	97	62	78	50	55
Commended	9	19	27	5	16
Number of students tested	34	37	37	44	38
Percent of total students tested	63	60	60	64	45
Number of students alternatively assessed	3	7	5	3	5
Percent of students alternatively assessed	6	11	8	4	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard & Commended	97	61	78	49	55
Commended	9	17	27	5	16
Number of students tested	32	36	37	43	38
<b>2. African American Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1	1		1	
<b>3. Hispanic or Latino Students</b>					
Met Standard & Commended	97	61	78	51	55
Commended	9	17	25	5	16
Number of students tested	32	36	36	43	38
<b>4. Special Education Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	2		1	6	
<b>5. English Language Learner Students</b>					
Met Standard & Commended	100	52	72	40	
Commended	12	16	24	0	
Number of students tested	17	25	25	10	7
<b>6. White Students</b>					
Met Standard & Commended					
Commended					
Number of students tested	1		1		
<b>NOTES:</b>					

12TX19

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Met Standard and Commended	88	90	85	77	60
Commended	27	34	28	19	14
Number of students tested	167	156	160	188	200
Percent of total students tested	91	85	88	90	84
Number of students alternatively assessed	9	12	12	10	21
Percent of students alternatively assessed	5	6	6	4	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard and Commended	88	90	84	77	59
Commended	26	33	28	20	14
Number of students tested	163	152	157	185	198
<b>2. African American Students</b>					
Met Standard and Commended					
Commended					
Number of students tested	1	2	2	2	1
<b>3. Hispanic or Latino Students</b>					
Met Standard and Commended	87	90	84	77	59
Commended	26	34	28	19	14
Number of students tested	162	154	157	185	198
<b>4. Special Education Students</b>					
Met Standard and Commended				47	
Commended				5	
Number of students tested	9	1	4	19	7
<b>5. English Language Learner Students</b>					
Met Standard and Commended	88	88	83	75	53
Commended	24	32	28	20	11
Number of students tested	133	126	133	134	120
<b>6.</b>					
Met Standard and Commended					
Commended					
Number of students tested	4	0	1	1	1
<b>NOTES:</b>					

12TX19



# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Met Standard and Commended	88	76	76	56	63
Commended	20	29	20	7	16
Number of students tested	100	95	82	93	105
Percent of total students tested	55	51	45	44	45
Number of students alternatively assessed	9	9	11	10	23
Percent of students alternatively assessed	5	4	6	4	10
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard and Commended	87	75	76	54	62
Commended	21	26	21	6	15
Number of students tested	96	91	80	90	103
<b>2. African American Students</b>					
Met Standard and Commended					
Commended					
Number of students tested	1	2	2	2	1
<b>3. Hispanic or Latino Students</b>					
Met Standard and Commended	88	76	76	55	62
Commended	22	29	19	6	15
Number of students tested	95	93	79	90	103
<b>4. Special Education Students</b>					
Met Standard and Commended				29	
Commended				0	
Number of students tested	6	1	2	10	1
<b>5. English Language Learner Students</b>					
Met Standard and Commended	84	73	74	50	57
Commended	23	29	23	5	21
Number of students tested	66	65	55	40	28
<b>6.</b>					
Met Standard and Commended					
Commended					
Number of students tested	4	0	1	1	1
<b>NOTES:</b>					

12TX19